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ABSTRACT

A program, Individualized Prescribed Instruction (IPI), designed to permit the individualization of elementary reading is described. The program is divided into four stages: prereading, decoding, transition, and skills development and application. The reading curriculum has been developed by sequencing the specific reading skills that need to be mastered by each youngster. The skills are divided into units and levels of work. The first three stages of the reading program are built around programed texts developed by a commercial publisher. This material is supplemented by special worksheets and record-like discs which are prepared by the research and development center at the University of Pittsburgh. Stage one emphasizes reading readiness and prereading activities. The objective of the decoding stage is to have children translate printed symbols into meaningful sounds. During the transition stage, children move from the programed readers to materials with a traditional format. Skills development and application during directed reading activities are emphasized in stage four. Charts, diagrams, and sample materials are included. (WB)

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IPI READING

IPI reading is designed to permit the individualization of elementary reading. The reading curriculum has been developed by sequencing the specific reading skills that need to be mastered by each youngster. The skills are divided into units and levels of work much the same as in the mathematics continuum. The first three stages of the reading program are built around programmed texts developed by a commercial publisher. This material is supplemented by special worksheets and record-like discs which are prepared by the R & D center at the University of Pittsburgh. The fourth stage of the program, skills maintenance and application, uses both center and commercially prepared materials.

Developmental efforts are the responsibility of the Learning Research and Development Center (LRDC) at the University of Pittsburgh. Research for Better Schools, Inc. (RBS) is responsible for field testing, field development and dissemination.

This reading packet has been prepared to provide you with (1) an overview of IPI Reading, and (2) a sample of the materials that are used in IPI Reading. The Table of Contents on the next page will allow you to direct your attention to those stages that are of special interest to you.

RE002 789

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January, 1970.

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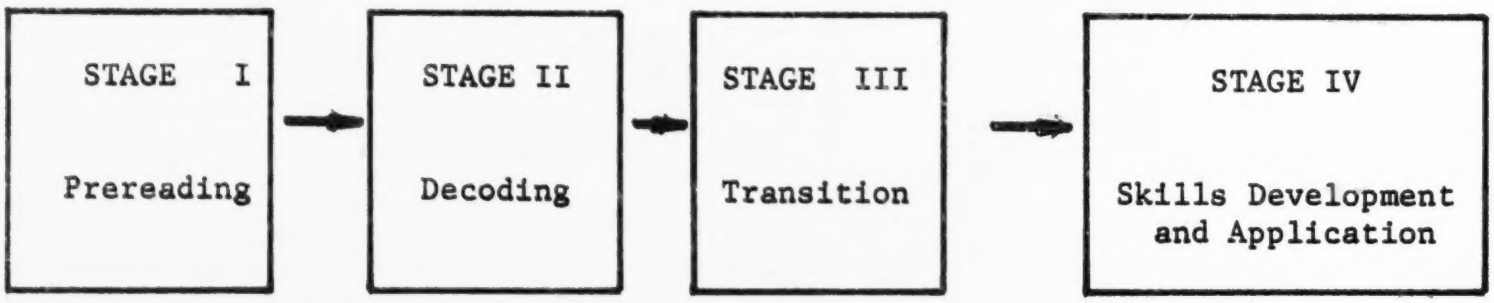
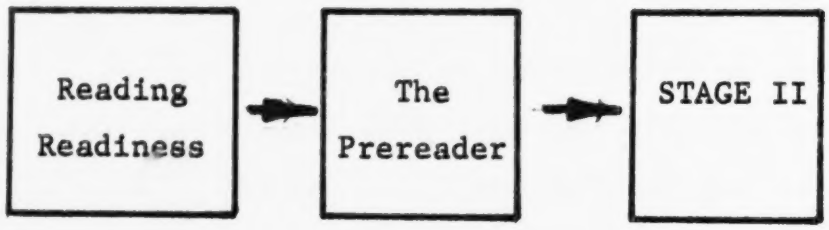
AN OVERVIEW OF IPI READING

IPI Reading is designed around a carefully constructed set of objectives which are correlated with diagnostic instruments. Through daily diagnosis and evaluation, a child can be guided through the continuum of skills that he needs to acquire to become a fully comprehending reader. This is accomplished in four stages which are diagrammed below.



STAGE I: PREREADING

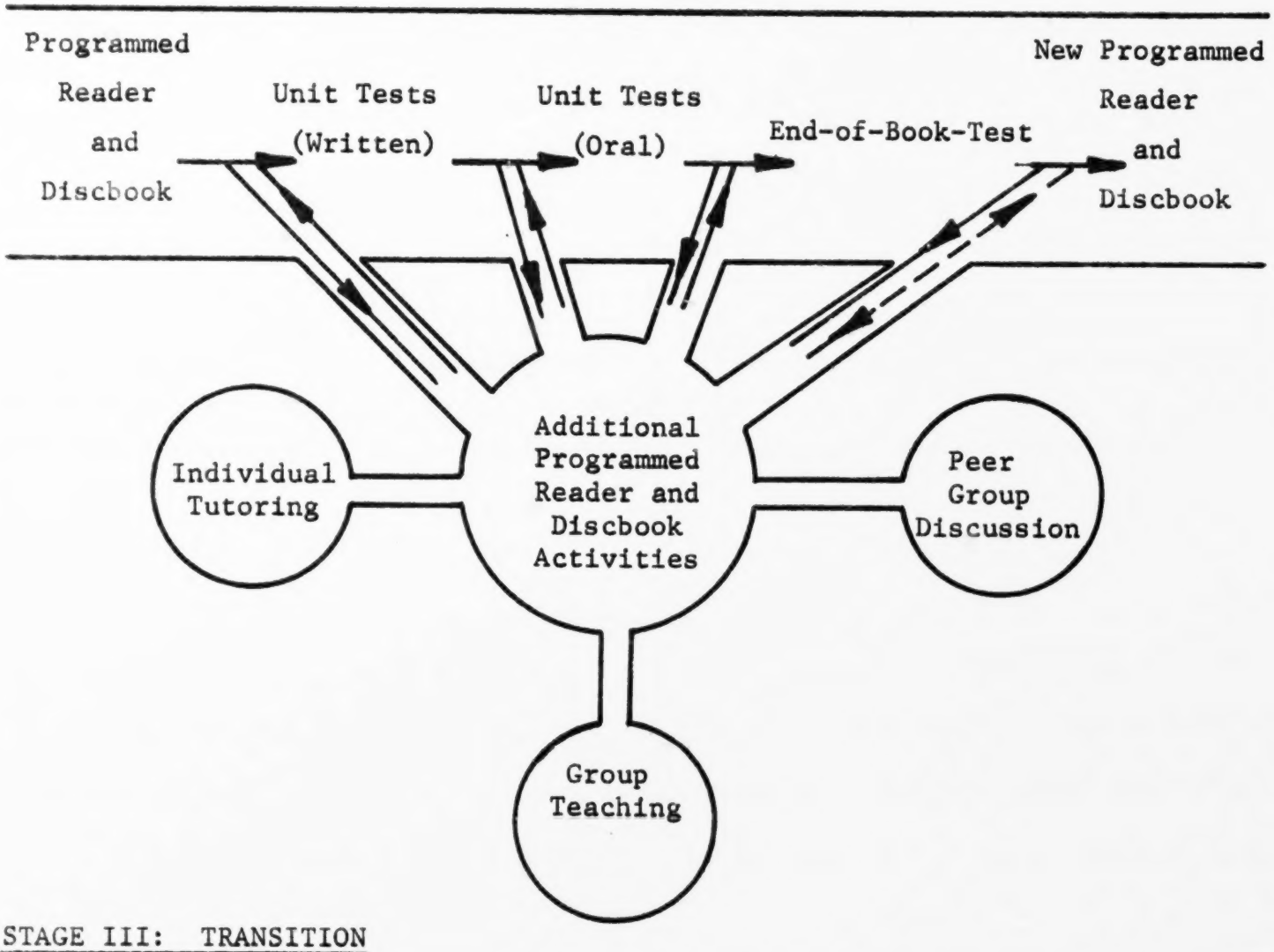
In this stage children are paced through reading readiness and prereading activities respectively. A commercially prepared programmed reading series is used in this stage. The sequence of materials is as follows:



STAGE II: DECODING

The objective of this stage of the reading program is to have children translate printed symbols into meaningful sounds. The materials that are used in this stage include commercially prepared programmed readers, discbooks and non commercially prepared story booklets.

The diagram below illustrates the sequence of materials and activities for any given programmed reader:



STAGE III: TRANSITION

The emphasis during this stage is to wean children from the programmed reading format to the reading format that is typical of our culture; i.e., the format of newspapers, periodicals, novels, magazines, etc. The materials that are used in this stage are the same as those used in STAGE II: programmed readers, discbooks, and story booklets.

The sequence of materials and activities is the same as that which is diagrammed for STAGE II above.

STAGE IV: SKILLS DEVELOPMENT AND APPLICATION

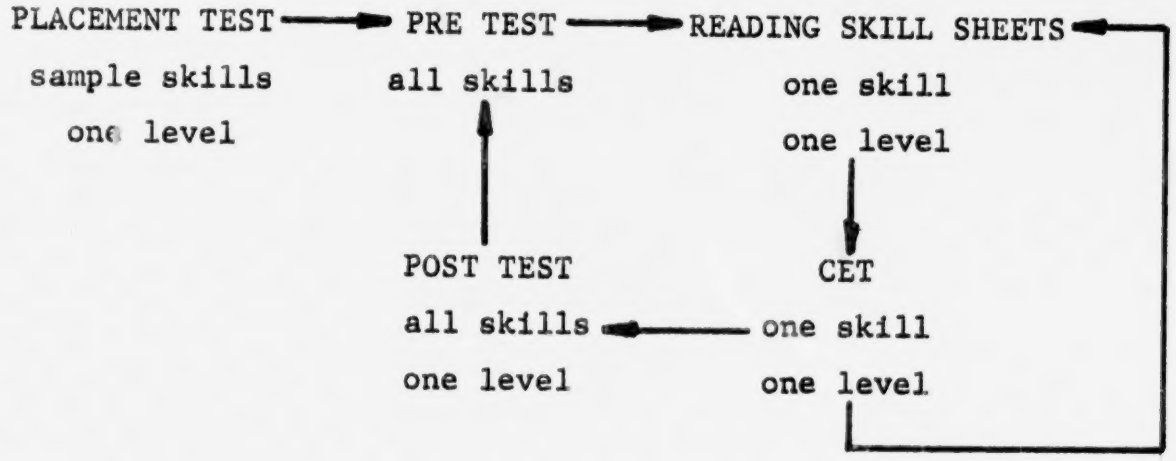
The maintenance, reinforcement and improvement of skills is concentrated in those areas which are listed in the chart below. The units are listed down the left side while the levels of proficiency are listed across the top. The numeral at the intersection of each unit and level represents the number of skills that comprise that particular unit.

1969 - 1970 IPI READING SKILLS CONTINUUM

LEVELS / SKILLS	A*	B*	C*	D*	E	F	G	H	I	J	K	TOTALS E - K
Visual Discrimination	12	X										12
Auditory Discrimination	6	2	X									8
Structural Analysis	X	X	4	7	5	6	4	4	3	4	4	30
Vocabulary Development	X	4	4	4	3	2	2	2	2	2	2	15
Literal Comprehension	5	4	4	3	3	3	4	3	3	4	3	23
Interpretive Comprehension	5	8	5	5	5	4	5	5	4	4	3	30
Evaluative Comprehension	2	3	4	2	2	3	4	3	4	4	4	24
Library Skills	3	2	3	2	2	3	4	4	4	2	X	19
Reference Skills	X	4	1	3	7	5	5	2	4	3	2	28
Organizational Skills	X	X	X	X	X	4	3	2	2	4	3	18
Related Reading	6	3	1	X								10
T O T A L S					27	30	31	25	26	27	21	187

* This portion of the skills continuum is an integral part of the first three stages of IPI Reading.

The sequence of materials for this stage is diagrammed below:



The second part of this stage, the application of the skills, is implemented through directed reading activities in a large group setting. The reading selections are paperback books which are keyed to the skills continuum. The selections vary from simple picture stories through lengthy novels. Selections are classified according to level (E-K) and according to category. Each teacher has a large loose-leaf notebook containing lesson plans for each selection. The plans include statements of objectives, needed materials, suggested assignment and evaluation questions. The plans are deliberately open-ended to permit teacher judgement and flexibility in teaching the lesson.

Below is a chart of this portion of STAGE IV.

CATEGORIES \ LEVELS	E	F	G	H	I	J	K
Fun and Fantasy	X	X	X	X	X	X	X
Everyday Friends	X	X	X	X	X	X	X
Biography	X	X	X	X	X		X
Science Fiction			X	X	X	X	X
Mystery and Suspense					X	X	X
Animals	X		X	X	X	X	X
Content	X	X	X	X	X	X	
Poetry	X	X	X	X	X	X	X
Making and Doing	X	X	X	X	X	X	X
Adventure	X	X	X	X	X	X	X

STAGE I: PREREADING - Description and Sample Materials

There are two components to this stage: (1) Reading Readiness and (2) Prereading. Each child receives his own book when he gets to Prereading. Below, on the left is a sample from the Teacher's Guide for Reading Readiness. On the right side there is a sample from the child's Prereader with accompanying sample text from the Teacher's Guide for the Prereader.

Teacher's Key	Student Responses
(Point to the letter a on the alphabet chart.) The name of this letter is a. It is the first letter of the alphabet.	
(Point again to the letter a on the alphabet chart.) What is the name of this letter?	a
Is a the first letter of the alphabet?	yes
What is the name of the first letter of the alphabet?	a
Very good. Who can come up here and point to the letter a?	(Student points to the letter a on the alphabet chart.)
(Hold your teacher card for small letter a under the letter a on the alphabet chart.)	
Does the letter on the card that I am holding look just the same as the first letter of the alphabet?	yes
So we know that the letter on the card is the letter a.	
(Point to the letter a on the alphabet chart.) What is the name of this letter?	a
(Hold up the card with the letter a on it.) Is this the letter a?	yes

Am I a man?

Page 47: Writing the Question Am I a man?

Now look at your book. What do you see in the picture at the top of the page?	a man
The man is asking us a question. The question he's asking is on the top line. Who can read the question?	Am I a man?
What do we put at the end of a question--a period or a question mark?	a question mark
Is there a question mark at the end of this question?	yes
I want you to write the question Am I a man on each line of this page. Will you write the word Am with a capital letter?	yes
Will you put a question mark at the end of each question?	yes
All right. Start now and write the question Am I a man on every line of this page.	(Students complete page while teacher observes their work and assists those who need help.)
(When the students have finished, tell them to turn the page.)	

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STAGE II: DECODING - Description and Sample Materials

The objective of this stage of the reading program is to have children translate printed symbols into meaningful sounds. The materials that are used in this stage include programmed readers, discbooks and non commercially prepared story booklets.

The lesson for each programmed reader and discbook can be found in the Sequence of Materials for Programmed Reading which is located at the beginning of each discbook and is labeled Prescription. The sample below is from one of our discbooks.

BOOK -4- PRESCRIPTION

Page		Date	Points	Score	Comments
UNIT 1					
1	Disc 4-1-A				
(27)[1]	Workbook pages 3, 4, 6, 7, 8, 9, 10, 13, 17, 18, 19, 22, 23, 26, 29, 30, 33, 34				
2	Disc 4-1-B				
(CET 1)	Unit Test				
3	Oral Test 4-1				
4	*Disc 4-1-C				
5	*Disc 4-1-D				
(28)	*Workbook pages 1, 2, 5, 11, 12, 14, 15, 16, 20, 21, 24, 25, 27, 28, 31, 32, 35				
UNIT 2					
6	Disc 4-2-A				
7	Disc 4-2-B				
(29)	Workbook pages 37, 38, 39, 42, 43, 44, 45, 48, 53, 55, 57, 58, 61, 62, 63, 65				
8	Disc 4-2-C				
(30)	Workbook pages 66, 67, 69, 70, 71				
9	Disc 4-2-D				
(CET 2)	Unit Test				
10	Oral Test 4-2				
11	*Disc 4-2-E				
12	*Disc 4-2-F				
13	*Disc 4-2-G				
14	*Disc 4-2-H				

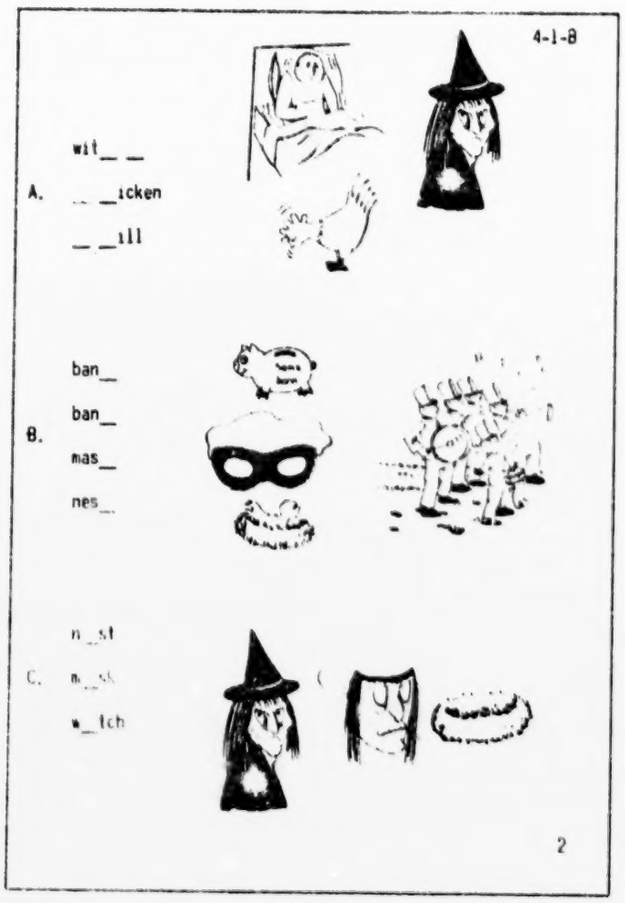
*ASTERISKS indicate additional work for the above units if a child has not performed satisfactorily on the unit tasks.

[1]Anything in parenthesis is for computer use at Oakleaf Elementary School only.

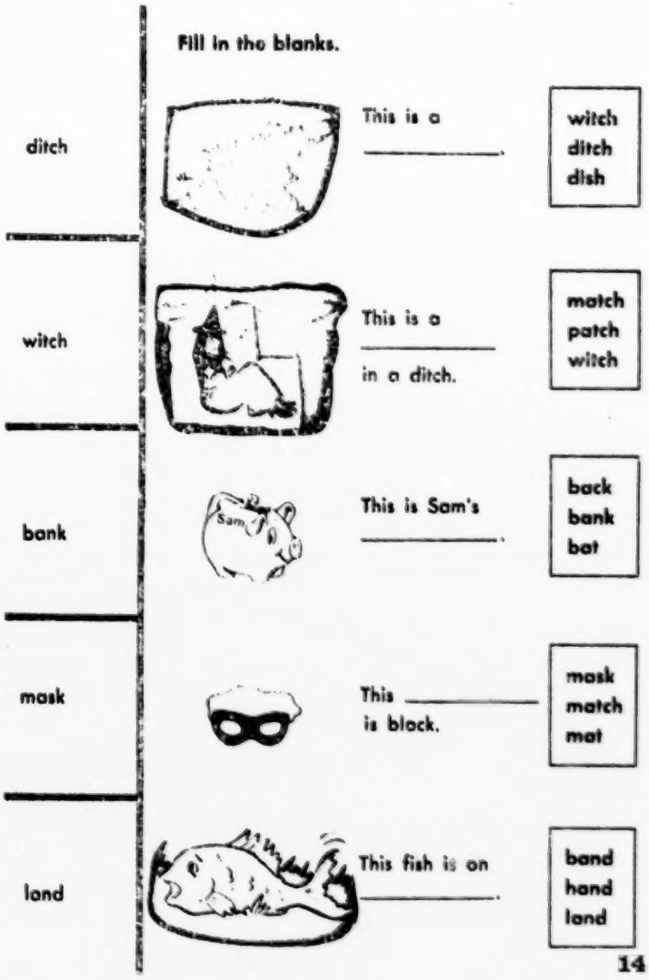
The discbook itself is a collection of exercise sheets on which the student responds to instructions which are given on a phonograph-like disc. Through

daily diagnosis and evaluation, the teacher prescribes those discbook or programmed reader activities which are essential to the student's eventual mastery of decoding.

DISCBOOK



PROGRAMMED READER



The story booklets that are used in this stage are implemented in two different settings: (1) Teacher directed group reading, which begins with Programmed Reader 4 and continues through Programmed Reader 14 and (2) Independent reading, using study guides, which begins with Programmed Reader 9 and continues through Programmed Reader 14. The Study Guide stories are sequenced throughout discbooks 9-14. Their titles are listed on the discbook prescription sheets and are, therefore, easily assigned. Group Story Records, Teacher Lesson Plans, Study Guides, Tests, and Teacher Evaluation Suggestions are all part of the materials that are used during this stage. Samples of

these materials are shown below:

GROUP STORY RECORD (BOOKS 9 TO 14)

This record should remain in the child's black notebook during the time he is working in McGraw Hill Books 9 through 14.

	DATE	COMMENTS
BOOK 9		
1. WALTER'S WAGON		
2. NIP HELPS THE MILKMAN		
BOOK 10		
1. STORM'S PLAN		
2. THE PANCAKE MAN		
BOOK 11		
1. IAN'S SECRET		
2. THE BIG JOKE		
BOOK 12		
1. SAM'S PARTY		
2. JIMMY AND BIG PAWS		
BOOK 13		
1. SAM AND THE CAN OF WORMS		
2. TOM GREEN AND THE CHEYNEE BIRD		
BOOK 14		
1. THE DARLINGS OF THE CITY		
2. THE WICKED QUEEN OF ROSELAND		

BOOK 9

STUDY GUIDE:

THE BIGGEST JAR

Sam goes to the market for Ann. The story tells what happens when Sam gets to the market without a market list.

1. Read these sentences. The underlined words are the new words.
   1. Did Ann ask for pickles or does she want jam?
   2. A clerk sells things in a market.
   3. Did Ann want a bottle of milk?

11. SEE YOUR TEACHER. Read the sentences to the teacher. Practice the words you missed.

...e Biggest Jar". Read the story

BOOK 9 TEST: THE BIGGEST JAR

DIRECTIONS: True or False. Write True on the line if the sentence tells what happened in the story. Write False on the line if the sentence does not tell what happened in the story.

---------- 1. Ann is fixing chicken sandwiches.

---------- 2. Ann is missing the pickles.

------- 3. There was no mustard left in the jar.

------- 4. Ann wanted a small jar of mustard.

------- 5. A clerk is a man that makes pickles.

TEACHER LESSON PLAN: Nip Helps the Milkman - Book 9

This story is to be used in a reading group setting with any number of children.

1. The story we're going to read today is about Nip, a dog, who wants to find a playmate.

   Did your pet ever act as though he were human? What did he do?

   The words below are printed on cards. They are in an envelope marked:

   Word cards for Nip Helps the Milkman

door	play
step	mate
milk	may
man	be

   Give a card to each child. We are going to play a game. Each of you has a word which, if put together with another word will make a new compound word. Hold your word cards up. Say your word one at a time. Now, try to find someone who has a word on his card that you can put together with your word to make a new word.

TEACHER EVALUATION: THE BIGGEST JAR - Book 9, Story 1

If a child has scored less than 85% on the test, the teacher should orally question the child. Use only those questions which you feel are necessary. If the child has difficulty with the questions, it may be necessary for him to reread the story.

1. On page 1, find and read the sentence that tells what kind of sandwiches Ann wants to fix. (Page 1, paragraph 1 - "I think I'll fix ham sandwiches for lunch.")
2. Why do you suppose Ann wants a big jar of mustard from the store instead of a small jar? (Sam likes mustard and uses a lot of it.)
3. What is a clerk? (A man who helps sell things in a market.)
4. What happened when Sam got to the market? (He forgot what he was sent for.)
5. On Page 3, find and read the sentences that tell how the clerk helped Sam. (Page 3, paragraph 2 - "Get them all ... Get mustard, jam and pickles. Then you will have what she asked for.")
6. Did Sam have a good memory in the story today? (No) Why? (He couldn't remember what he was sent for.)

STAGE III: TRANSITION - Description and Sample Materials

The emphasis during this stage is to wean children from the programmed reading format to the reading format that is typical of our culture; i.e., the format of newspapers, periodicals, novels, magazines, etc. The materials that are used in this stage are the same as those used in STAGE II: programmed readers, discbooks, and story booklets with the following exception: The programmed readers are used only through Programmed Reader 17. The discbooks and story booklets are used exclusively from Book 18 through Book 20. Commercially prepared books are also used with Books 18 through 20. The sequence of activities through this stage does not vary from that of STAGE II. The only difference in the materials is in the use of commercially prepared books.

STAGE IV: SKILLS DEVELOPMENT AND APPLICATION - Description and Sample Materials

The acquisition of skills and the maintenance, reinforcement and improvement of these skills receive primary attention here. Skills development is concentrated in those areas which are listed in the chart below. The areas are listed down the left side while the levels of proficiency are listed across the top. The numeral at the intersection of each area and level represents the number of skills that comprise that particular unit.

1969 - 1970 IPI READING SKILLS CONTINUUM

	A*	B*	C*	D*	E	F	G	H	I	J	K	TOTALS E - K
Visual Discrimination	12	X										12
Auditory Discrimination	6	2	X									8
Structural Analysis	X	X	4	7	5	6	4	4	3	4	4	30
Vocabulary Development	X	4	4	4	3	2	2	2	2	2	2	15
Literal Comprehension	5	4	4	3	3	3	4	3	3	4	3	23
Interpretive Comprehension	5	8	5	5	5	4	5	5	4	4	3	30
Evaluative Comprehension	2	3	4	2	2	3	4	3	4	4	4	24
Library Skills	3	2	3	2	2	3	4	4	4	2	X	19
Reference Skills	X	4	1	3	7	5	5	2	4	3	2	28
Organizational Skills	X	X	X	X	X	4	3	2	2	4	3	18
Related Reading	6	3	1	X								10
TOTALS					27	30	31	25	26	27	21	187

* Levels A-D are an integral part of the first three stages of IPI Reading.

The materials that are used in this stage consist of commercially prepared textbooks, reference books, periodicals, kits, tapes, etc. Acquisition to these materials is through the skillsheets which are the delivery system for this phase of STAGE IV.

Samples of the materials that are used in the skills continuum appear below and overleaf.

PLACEMENT TEST

E Structural Analysis (2, 4, 5) LRDC 7/68

Name _____ Date _____

(2) Directions: Draw a line between the two words that are put together to make each compound word.

grandmother airplane

tablecloth

---

(4) Directions: Write the root word for each word below

hiding _____ stopper _____

ripest _____ tried _____

---

(5) Directions: Write the number that tells how many syllables are in each word.

_____ overnight _____ street

_____ hospital

PRETEST: SKILL #1

E Structural Analysis (1) Pre LRDC 5/68

Name _____ Date _____

Directions: Each word in list A will make a compound word with a word in list B. Write the compound words.

A	B
foot	glasses
sun	yard
gun	ball
barn	place
bath	drop
fire	made
home	room

_____

_____

_____

_____

_____

_____

_____

WORKSHEET - SKILL #1

Name _____ Date _____ Room _____ 1

Get Disc E-SA-1-1R and Follow the Directions on the Disc.

1. What type of animal does the word hummingbird describe?

   cat bird horse

2. Write a sentence that will explain why this bird is called a hummingbird. _____

   _____

3. How could a bird make a humming noise? _____

   _____

FOOTBALL

4. What type of object does the word football describe?

   ball house animal

5. Which word tells you what kind of ball a football is? _____

6. Which sentence gives the best explanation of how a football was named?

   _____A. The ball is kicked with the foot.

   _____B. The ball is used in a game.

   _____C. The ball is thrown with the hand.

7. Which of the two sentences give the best explanation of how certain glasses were named sunglasses?

   _____ A. The glasses were made to allow the sunlight to pass through them.

   _____ B. The glasses were made to protect the eyes from bright sunlight.

E - SA - 1

CURRICULUM EMBEDDED TEST - SKILL #1

Name _____ Date _____ Room _____ 7

Directions: Each word in List A will make a compound word when joined with a word in List B. Write the compound words on the lines.

A	B
play	flake
sun	ball
hay	drop
base	mate
gum	bath
every	stack
snow	body

_____

_____

_____

_____

_____

_____

_____

E-SA-1 CET 12

POSTTEST - SKILL #1

E Structural Analysis (1) Post LRDC 5/68

Name _____ Date _____

Directions: Each word in list A will make a compound word with a word in list B. Write the compound words.

A	B
what	self
my	melon
an	about
with	other
sky	over
round	out
water	scraper

_____

_____

_____

_____

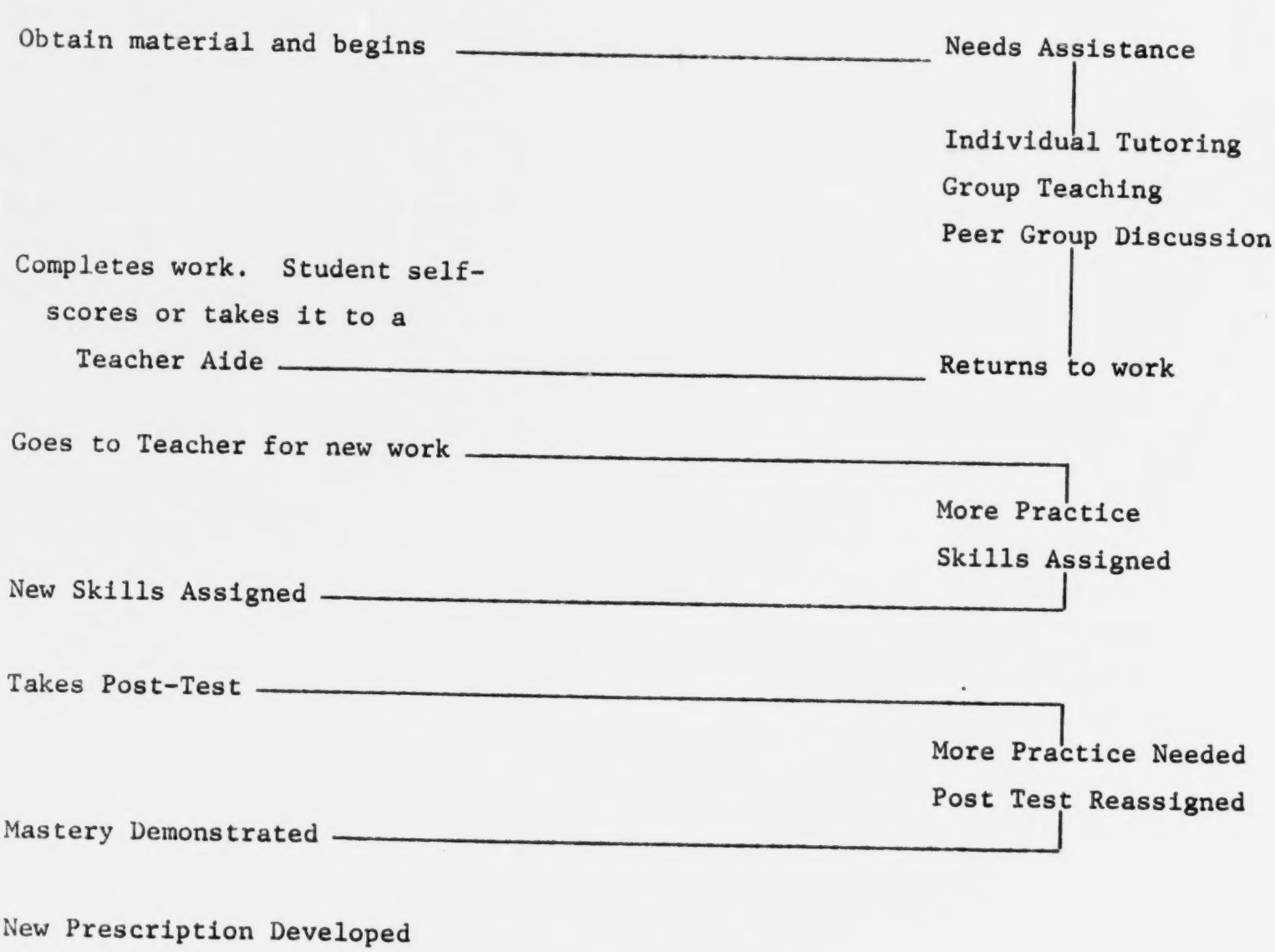
_____

_____

_____

The diagram below shows how the child progresses through the skills continuum.

SEQUENCE OF MATERIALS AND ACTIVITIES



The second part of this stage, the application of the skills is implemented through directed reading activities in a large group setting. The reading selections are paperback books which are keyed to the skills continuum (the first part of STAGE IV). The selections vary from simple picture stories through lengthy novels. Selections are classified according to level (E-K) and according to category. There are ten categories; each level has selections in at least eight of them. The upper levels have selections in all ten. The ten categories are as follows: Biography, Poetry, Content, Fun & Fantasy, Making & Doing; Everyday Friends, Science Fiction, Mystery & Suspense, Animals, and Adventure. Some levels may have more than one selection available in a given category (i.e. Biography, Poetry). Thus there are over 70 reading selections currently available in the directed reading program.

Each teacher has a large loose-leaf notebook containing lesson plans for each selection. The plans include statements of objectives, needed materials, suggested procedures, suggested assignment and evaluation questions. The plans are deliberately open-ended enough to permit teacher judgement and flexibility in teaching the lesson. The reading selections are set, but the plans are flexibly intended as mere guides. No specific time limits are set for any lesson plan - it may take from 2 to 5 class periods to complete anyone.

During their work in STAGE IV, the pupils divide their time between working in the skills continuum and participating in directed reading activities. A sample of a Directed Reading Lesson Plan appears on page 14.

Directed Reading Lesson Plan

I. General Objectives

A. Tell whether a selection is biography or autobiography.

B. Find synonyms for words, using a dictionary.

II. Sources and Materials

A. Paperback The Story of Ben Franklin by Merriam (Scholastic Book Services).

B. Dictionary for each pupil.

III. Suggested Procedures

A. Write the word Biography on the chalkboard and have pupils check its meaning in the dictionary. Discuss briefly other stories of people's lives that pupils have read. Find the meaning of auto- and derive the meaning of auto-biography.

B. Distribute books and have pupils look at the stoy to determine if it is a biography or an autobiography. When it has been determined that it is a biography, read together pages 4-8. Discuss what an experiment is, again using the dictionary for definition.

C. Direct pupils to read pages 9-18 silently; then as a group determine synonyms for the following underlined words, using dictionaries to find choices:

1. Ben worked with his father in the candle trade. (p. 9)
2. Only in the last year of his service would the apprentice get any wages for his work. (p.10)
3. His brother was a very hard master. (p.10)
4. The blows came more and more often. (p.14)
5. The thought of working...was too much to bear. (p.14)